El Paso ISD's Goals

In addition to a sound background in traditional academics, today's students must be competent and confident in using a wide range of technology in a variety of settings. Today, and in the future, most career paths require the use of computers and a wide-range of other technology. In short, students must be as comfortable using a computer or other technology as they are in using a pencil and paper.

Most importantly, students must have access to technology on a regular basis in their classroom environment so they can become proficient in using it in many ways. They must be encouraged and guided to use technology as a tool to access information and to efficiently develop dynamic, effective projects.

Teachers are a key component in developing and nurturing appropriate technology use by students. Therefore, they too must have access to up-to-date technology and the appropriate training and technical support to take advantage of it. Technology then becomes a tool to assist teachers in many ways - from presenting lessons in new, dynamic fashions, to assessing individual student needs and monitoring and reporting student progress. Teachers must also be able to prepare students by teaching the concepts and skills needed for them to understand and use technology effectively.

Technology is equally important to administrators and support staff within the school district. It is essential that all staff have access to technology and the skills to use it to its best advantage.

The following goals are proposed to address the previous statements.

Goal 1 Build a solid technological foundation for learning by providing an infrastructure, which gives voice, video, and data access to district information and universal access to global resources.

Goal 2 Help all students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment.

Goal 3 Provide on-going staff development to meet district, regional, and campus needs to ensure optimal use of district technology resources.

Goal 4 Make EPISD, technologically, a high-performance organization by focusing on results, service quality, and customer satisfaction.

Goal 5 Ensure access to post-secondary educational opportunities and lifelong learning for all stakeholders.

Recent History of Technology Implementation in the El Paso ISD

The El Paso ISD has been using technology in the classroom and administrative offices for approximately two decades.

Today, every classroom in the district is equipped with a minimum of one computer connected to the district's wide area network providing Internet access. In addition, campuses may have additional workstations within classrooms or labs that are available for student and staff use.

Locations of these computers vary by content area and campus but include both large group lab settings and classroom settings. Students and teachers are taking advantage of a wide variety of software packages to enhance and extend many curricular areas.

We began a 3-phase project in 1998-1999 by installing workstations in all high schools, followed in 1999-2000 for all middle schools and in 2000-2001 completing the elementary campuses. In addition, the majority of the campuses have a computer lab, which can range in function from math to reading to a lab where each class can visit and perform different functions such as research or group projects.

Activities	Status	Timeline (Projected Dates)		Funding Source (Projected) Cost
		Start Up	Completion	

Objective 3: Provide and maintain an infrastructure for communications with parents and community members, through collaborative planning, education and public information, including access to school news, educational resources, data, and personnel.

3.1 Develop and/or increase the presence of home pages.	In Progress	Aug 2001	Jun 2002	No cost involved
3.2 Provide public access to the Internet from campus libraries.	Completed	Aug 2001	Jun 2002	SETF $190K

Objective 4: Integrate technology into all classroom, campus, region, and district planning (TEC 11.252).

4.1 Align curriculum content, instructional strategies with TEKS and appropriate software.	Need identified	Aug 2001	Jun 2002	Local, SETF $350K
4.2 Integrate technology into DIP and CIP.	Need identified	Aug 2001	Jun 2002	No cost involved

Objective 5: Provide technology specialist at each campus to assist with staff development, curriculum integration, and hardware/software troubleshooting.

5.1 Place technology specialist at each campus.	Need identified	Aug 2001	2010	Local, SETF $3M
5.2 Provide on-going staff development to technology specialists.	Need identified	On-going		Local $86K

Objective 6: Develop a plan to replace or reposition obsolescent technology on a scheduled basis.

6.1 Create a database of technology, which includes platform, speed, RAM, hard drive, upgrade y/n, ethernet capability, system, and year of acquisition.	In progress	Jan 2001	Jan 2002	Local $20K
6.2 Budget to replace/upgrade technology.	In progress	Annually		Local, SETF $1M
6.3 Reallocate non-upgradeable technology.	In progress	Annually		No cost involved

Goal 2: Help all students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment.

Activities	Status	Timeline (Projected Dates)		Funding Source (Projected) Cost
		Start Up	Completion	
Objective 1: Create a district technology map that shows: Level of technology ("yesterday, today, tomorrow"), number of students served, and dollars committed.				
1.1 Continue annual assessment of technology resources at each campus.	In progress	Annually		No cost involved
1.2 Survey technology usage at campus level.	In progress	Annually		No cost involved
1.3 Prepare technology related expenditure reports at district and campus level.	In progress	Annually		No cost involved
Objective 2: Ensure that universal access to information is available to every student, teacher, staff member, parent, and community member.				
2.1 Make a computer with graphic Internet access available to every teacher to enhance student learning and classroom management.	Completed		Sep 2000	N/A
2.2 Create a "library without walls" whereby faculty, staff, and students can access digital information globally.	Completed	Jan 1999	Apr 2001	N/A
2.3 Ensure that all key campus administrators have access to an appropriate computer to perform administrative tasks.	Completed	Jun 1996	Jun 1999	N/A
2.4 Make technology available to parents/guardians of students and community members.	In progress	On-going		No cost involved
2.5 Ensure that multimedia-teaching tools are available across the district for classroom instruction.	Completed	Sep 1997	Sep 2000	N/A
2.6 Make technology available for students to use from home where applicable.	Need identified		2010	$32M! *see Goal 1-7.3

Activities	Status	Timeline (Projected Dates)		Funding Source (Projected) Cost
		Start Up	Completion	
Objective 6: Use distance/distributed learning for individual needs.				
6.1 Increase distance/distributed-learning opportunities for all students.	Need identified	Jun 2002		SETF $200K
6.2 Provide student opportunities for use of the World Wide Web (WWW) and e-mail.	Completed		Sep 2000	N/A
Objective 7: Effectively integrate technology across curriculum.				
7.1 Provide teacher training on technology integration in accordance with state mandates.	In progress	On-going		No cost involved
7.2 Using regional workgroups, ensure that all content curriculums is integrated with technology.	In progress	On-going		No cost involved
7.3 Outfit each classroom with a network computer for access to resources, including Internet, listserves, e-mail, etc.	Completed		Sep 2000	No cost involved
7.4 Provide each teacher with an e-mail account for communication and collaboration, assisting in integrating technology into the curriculum.	Completed		Sep 2000	No cost involved
7.5 Begin any major technology initiative at high school and work backward to ensure that graduating students are prepared for post-secondary endeavors.	In progress	On-going		No cost involved
Objective 8: Use and create electronic information resources.				
8.1 Create individual school web pages.	Completed		Jan 2001	N/A
8.2 Post student projects and student accomplishments via electronic media.	In progress	On-going		No cost involved
8.3 Provide each teacher a workstation to access and post classroom information.	Completed		Sep 2000	N/A
8.4 Provide on-going technology training.	In progress	On-going		Local $300K

Goal 3: Provide on-going staff development to meet district, regional, and campus needs to ensure optimal use of district technology resources.

Activities	Status	Timeline (Projected Dates)		Funding Source (Projected) Cost
		Start Up	Completion	

Objective 1: Utilize 30% of funds allocated for technology projects for professional, as recommended by State Long-Range Plan during 1996-2010, to provide on-going professional development on integrating technology into teaching and learning, instruction and management, professional development and administration.

1.1 Prepare an annual software, hardware, and training needs analysis at the district, regional, and campus levels.	In progress	Aug 2001	Oct 2002 Annually	No cost involved
1.2 Develop technology implementation training at each campus based on needs analysis.	In progress	Apr 2001	Jun 2002	No cost involved for development
1.3 Employ a technology resource person for each feeder pattern.	In progress	Aug 2001		SETF $550K
1.4 Employ a technology resource person at each campus dedicated to train and model for campus teachers.	Need identified	Aug 2005		SETF $3.8M
1.5 Train the technology resource personnel.	In progress	Aug 2001		Local $80K
1.6 Provide schedule of training classes that integrate technology into the curriculum.	In progress	On-going		No cost involved
1.7 Distance Learning opportunities utilizing T-Star Satellite Network.	In progress	On-going		No cost involved

Objective 2: Integrate planning for technology into all classroom, campus, region, and district planning to ensure connectivity across the organization.

2.1 Continue to provide targeted technology staff development based on campus needs.	In progress	On-going	Local $120K
2.2 Include the technology resource person in CIT planning at each campus to ensure resources are dedicated to technology.	In progress	Annually	No cost involved

Activities	Status	Timeline (Projected Dates)		Funding Source (Projected) Cos:
		Start Up	Completion	
Objective 7: Recognize excellence in applying technology to education.				
7.1 Create outstanding technology achievement committee (TAC) to evaluate best technology practices/projects.	Need identified	Dec 2001		No cost involved
7.2 Recognize outstanding technology achievement on a 6-week basis, through the Board of Trustees or Ad-Com.	Need identified	Jan 2002		No cost involved
7.3 Submit outstanding projects to outside parties for recognition.	Need identified	Jan 2002		No cost involved
7.4 Provide scholarships to teachers for continual training.	Need identified	Aug 2002		Cost undetermined

Activities	Status	Timeline (Projected Dates)		Funding Source (Projected) Cost
		Start Up	Completion	
Objective 3: Provide electronic access to secured data for appropriate personnel.				
3.1 Initiate and implement policies for data access (i.e., PEIMS).	In progress	Sep 2001	Jun 2002	Local $55K
3.2 Incorporate technology use in the teacher appraisal system.	Completed		Sep 1999	N/A
3.3 Develop abbreviated electronic personnel file.	Need identified	Aug 2001	Jun 2002	No cost involved
Objective 4: Develop a plan to increase district's ability to secure grant funding.				
4.1 Develop a promotional portfolio for EPISD.	Need identified	Dec 2001	Jun 2002	Cost undetermined
4.2 Provide training on grant writing.	In progress	Dec 2000		No cost involved
4.3 Provide support for implementation and management of grants.	In progress	Sep 1997		No cost involved
Objective 5: Enhance school-community resources for technology.				
5.1 Coordinate community efforts to expand use of technology in schools and within community partnerships.	In progress	On-going		No cost involved
5.2 Provide mentorship for students with universities and businesses.	In progress	On-going		No cost involved
5.3 Seek partnerships with technology businesses.	In progress	On-going		No cost involved
5.4 Seek technology grants from local businesses.	Need identified	Jun 2001		No cost involved
5.5 Provide access to public information via EPISD home page and studio.	Completed		Jun 1997	N/A

Goal 5: Ensure access to post-secondary educational opportunities and life-long learning for all stakeholders.

Activities	Status	Timeline (Projected Dates)		Funding Source (Projected) Cost
		Start Up	Completion	

Objective 1: Use technology to involve parents and their children in life-long learning.

1.1 Develop plan to provide opportunities for technology use in the home.	In progress at many campuses Need identified at other campuses	On-going Target start up for other campuses Aug 2001	Cost varies or will vary at campuses depending on individual campus needs.
1.2 Write policies and procedures for home use of equipment.			
1.3 Implement software and computer checkout program.			
1.4 Develop staff development curriculum for training parent volunteers in district labs.			
1.5 Train volunteers to work as helpers in district labs.			
1.6 Work toward maximizing the use of technology in district literacy programs.			
1.7 Provide opportunities for training parents in using technology.			

Objective 2: Develop community access to existing and emerging networks.

2.1 Use broadcast studio to air "board meetings" and other programs providing district information.	In progress	On-going		No cost involved
2.2 Use web pages to share information with parents. Include information in EPISD At A Glance.	In progress	On-going		No cost involved
2.3 Provide on-going updates on technology resources (i.e., on-line).	Need identified	Aug 2001		No cost involved
2.4 Provide dial-in access from off campus (library without walls).	Need identified	Aug 2003		Cost undetermined
2.5 Maintain a database of essential information to enhance community awareness (demographics, scores.)	Need identified	Aug 2001		No cost involved

Executive Leadership and Involvement

Leadership

Superintendent Dr. Gilberto Anzaldua and the Board of Trustees provide overall leadership for technology in the El Paso Independent School District.

One of nine school districts within the city of El Paso, the El Paso Independent School District serves a population of approximately 63,000 students living in the area. The district operates:

55 - elementary schools (PK-5)
1 - elementary/intermediate school (PK-8)
14 - middle schools (6-8)
9 - high schools (9-12)
1 - health magnet high school
4 - alternative schools
(Alternative high school-including an evening school, school for pregnant and parenting students, alternative disciplinary school, school at the Juvenile Justice Center of El Paso County)
4 - other campuses/programs
(Vocational center, occupational center, adult learning center, regional deaf education program)

The district is divided into three geographic regions, each consisting of three to four high schools and their associated middle school and elementary school feeder campuses. An associate superintendent and their respective staff serve each region.

Partnerships with parents/volunteers

The El Paso Independent School District considers parents/volunteers as important partners in many areas, including technology. There are approximately 6,000 volunteers for any given school year.

Parents as partners in technology in the interest of student learning

Parents are important partners with the school district in providing technology-learning opportunities. Everyday, throughout the district, parents/volunteers assist students in classrooms and labs, helping students improve their technological skills, and basic skills in reading, math, and writing through the use of various technology resources. Parents/volunteers provide valuable input into the district and building level technology processes, as members of the Parent Teacher Association (PTA), Campus Improvement Team (CIT) and Campus Technology Committee.

Campus PTA organizations have been indispensable partners in acquiring software and hardware for schools. Parents often have expertise and experience in the workplace that helps them understand how crucial technological competence is to students' future work.

Integrating Information Technologies into the Curriculum

The El Paso ISD continually offers training to all faculty members regarding ways to integrate technology into their everyday curriculum. These technology tools help facilitate best practices for teaching and learning in the classroom, to meet group and individual student needs and to maximize each student's learning environment. Listed below are guidelines and strategies for integrating information technologies in the classroom that the district plans to follow.

- Focus on basic skills, content, and higher level thinking skills.
- Encourage lifelong learning.
- Structure learning around big ideas and meaningful concepts.
- Provide connections among the various curricular disciplines.
- Provide learners opportunities to apply skills they have learned.
- Encourage active participation in relevant real-life experiences.
- Captivate, motivate, and challenge all learners.
- Provide for deeper understanding of content.
- Offer opportunities for smaller groups and individualized instruction.
- Incorporate technology as an integral part of learning.

An on-going challenge that the El Paso ISD faces is the resources and time to properly train faculty members.

The integration of technology into the curriculum requires changes of significant magnitude in educational philosophy, classroom management, and curriculum goals. For the technology to be used optimally, teachers must be comfortable with a center- or project-based problem solving approach to learning. They must also be willing to tolerate classroom space restrictions and support students' progressing independently and at widely varying paces.

Each classroom is equipped with a multi-media workstation connected to the Internet, which teachers can utilize to enhance their curriculum. In addition, many campuses have a wide variety of peripherals to enhance their teaching. And students could use these items to embellish and amplify classroom projects.

The range of technology used in campuses across the district is as follows:

Multimedia computers	Laptops	Televisions
Interactive white boards	Scanners	Projectors
Digital cameras	Digital video cameras	Laserdisc players
VCRs	Camcorders	

The following depicts some of the ways that technology is integrated into the curriculum currently across the district:

Writing/reading labs	Math labs	Foreign Language labs
Technology education labs	Journalism classes	Business education classes

Staff Development for Effective Use of Information Technologies

El Paso ISD puts forth a great effort to commit a significant amount of resources to fully train all staff to be successful in the use of technology.

As new technologies are implemented, by campus or district administration, staff is encouraged to attend training sessions offered through the district to fully take advantage of the capabilities of such technology.

The Training Department, offers a wide variety of training classes in the area of technology software applications, curriculum integration and equipment usage. Each training session is 3-hours in length and held in the training labs located in the Central Office Administration Building, on the home campus, or at a campus near the home school. This also allows the district to offer a multitude of courses that range from beginning, introductory offerings to advanced, content specific classes.

The following chart represents the technology and curriculum integration courses currently offered within the El Paso ISD.

Class Title	*Description*
Basic or Introduction Classes	
Introduction to the Macintosh	This class will introduce you to the Macintosh and familiarize you with the most important elements of the MacOS. You'll learn the menu system, features common to virtually all programs and other shortcuts.
Introduction to Windows 98	Learn how easy it is to use Windows 98! Learn how to use the mouse, icons, and pull-down menus to create, save, and print documents. Learn how to use the standard Windows commands, and edit and format text. Learn how to copy data between programs; use Windows accessories; and how to backup, rename, and erase documents and disks in order to protect and organize your work.
Troubleshooting the Mac	This three-hour class focuses on troubleshooting the Mac. This course will give you better insight into what causes errors and how to deal with them. Most Mac problems can be corrected at the keyboard level, using the tips and tricks learned here.

PowerPoint 2 (Office '97, '98, 2000)	Make your presentations sizzle with the advanced features of PowerPoint. This session will cover creating an organizational chart, using visual techniques, customizing a presentation, and using advanced delivery techniques such as creating hyperlinks and using supplementary materials.
InteGrade Pro Elementary	Elementary teachers using the district's new gradebook software, InteGrade Pro version 7, will learn how to create a new gradebook file, set it up to use during the school year, create and enter spreadsheets that track attendance, skill mastery and the end of year grade. Participants may wish to bring a COPY of their grade book on floppy disc.
InteGrade Pro High School	Structured for secondary teachers, this class will introduce you to InteGrade Pro version 7.0, the District's new gradebook software. You'll learn how to create a new gradebook, set it up to use during the school year, create and enter spreadsheets that track attendance, skill mastery and even the students' end of semester grade. Participants may wish to bring a COPY of their gradebook on floppy disk.
InteGrade Pro Advanced	This class is for teachers of all levels --elementary and secondary. Those who have mastered the basics of InteGrade Pro version 7, but want to learn advanced features such as grade curving, dropping hi/low scores, combining tasks, filtering students in reports and taking an in-depth look at the end of term spreadsheet. Participants may wish to bring a COPY of their grade book on floppy disk.
PageMaker	This class will help to get you started using PageMaker for your entire layout needs. Learn to format text, work with styles, edit with Story Editor, and place graphics. This course covers creating and finishing a professional publication.

Web Page Java Scripts	One of the ways to make your web site more personal is to enhance it with JavaScript, a built-in scripting language for the World Wide Web. This three-hour class will introduce you to the concept of JavaScripting and show you Internet resources for enhancing your web page. Participants should have completed Web Page Basics or have previous knowledge of text-based HTML design. *Note: This class is NOT an introduction to the Java programming language! The material covered in this class is rather advanced.*
HyperStudio 1	This session introduces participants to the many features of HyperStudio. This easy to use multimedia application allows animation, graphics, sound, text, paint tools, and more to enhance reports or presentations.
HyperStudio 2	Tessellations, animation, graphic enhancements, and more are covered in this session. Class also covers integrating HyperStudio and the Internet.
The One-Computer Classroom	This three-hour class focuses on the use of one computer in the classroom. It features instructional purposes and student projects demonstrating content mastery. Topics include using the Internet, Tom Snyder's software, as well as strategies for enhancing student-generated material.
Inspiration	Teachers all over the country are using Inspiration to help teach students critical thinking skills. Learn to use this powerful visual learning tool that inspires students to organize their thinking with concept maps, webs and other graphical organizers. The easy to use format makes it a great tool for organizing research, multimedia projects, or writing a paper.
WebQuest	Professor Bernie Dodge began developing the WebQuest strategy at San Diego State University in 1995 to help teachers integrate the power of the Web with student learning. WebQuest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from the Internet. This session will teach you how to create a WebQuest that you can use with your students.

The El Paso ISD continues its strong commitment to provide adequate resources for professional development and support. To achieve the vision of a technologically literate staff these wide varieties of opportunities have been made available. Courses for the beginning user as well as the advanced user are provided and any special requests are encouraged and accepted.

The following model and timeline will be adopted and adhered to as closely as possible with the "buy-in" of campus administration and technology cohort teams.

The ASSURE Model

Assuring professional growth using technology in the classroom

- Analyze the needs --

  What do the participants already know, what do they need to know, what format/strategies would satisfy their needs? What is the technology inventory of the campus?

- State the instructional goals and objectives --

  Based on identified needs, what are we trying to accomplish?

- Select educational software and instructional methods they will use to meet the objectives --

  Develop appraisal checklists.

- Use the software with individuals, small groups, or an entire class --

  Demonstrate appropriate techniques for using one computer in the classroom.

- Require participation --

  Demonstrate the how and why of active participation with computers in the classroom. Give the participants hands on to see for themselves.

- Evaluate and revise --

  Base the evaluation on responses and the campuses own assessment of "how things went". Are we accomplishing the goals and objectives we identified?

Improved student achievement is the focus of our technology plan. According to Barbara Stein, senior policy analyst for education technology issues for the National Education Association (NEA), teacher training is the key to ensuring that technology investments result in better-educated students. "The greatest indicator of technology improving student achievement depends on the degree to which the teachers can use it," she said.

Technology provides hands-on experiences that increases students' fluency with given content and strengthens basic skills. It also helps the students acquire higher-level proficiencies, and increases the relevancy of instruction to students' lives. Teachers find they are much more creative because they allow the technology to handle the difficult management tasks. Technology frees teachers to use simulations on short notice that without technology would take much preparation.

It is crucial to note that basic application and technological skills cannot be separated from technology integration; basic skills are fundamental to achieving higher levels of integration. This plan would have a beneficial impact at the campuses as we work directly with small groups of staff and assist them in training their own. Studies have shown technology training is very effective when teachers take responsibility to train other teachers.

The campus will benefit because we will look at each Campus Improvement Plan to see how technology can help meet the identified needs at the campus. Since this is a working document, under constant review and revision, we can easily adjust our training to meet the needs by visiting each campus on a monthly basis.

The following table delineates the listing of sample services that are needed to continue supporting all programs and departments within the district, projected timeline and funding:

Service needed	Timeline (Projected Dates)		Funding Source Projected Cost
	Start Up	Completion	
Replacement of existing telephone service and hardware.	Jun 2000	May 2001	Bond Fund $2.5 mil
Continuation of phone service to campuses and administrative offices.	On-going		Local, E-Rate $1.1 mil / yr
Installation of telephones in individual classrooms.	Aug 2003	Aug 2005	Local $250,000
Continuation of maintenance agreement for telephone systems.	On-going Renewable annually		Local, E-Rate $250,000 / yr
Continuation of maintenance agreement for electronics.	On-going Renewable annually		SETF, E-rate $200K / yr
Expansion of bandwidth for the Wide Area Network (WAN).	Aug 2001	Jul 2002	SETF, E-rate $175K / yr
Continuation of proxy filtering server.	On-going Renewable annually		SETF, E-rate $4K / yr
Upgrade of internal networks (LANs) to support gigabit Ethernet.	Aug 2001	Jul 2002	SETF, E-rate $3M / start-up $1.3M / yr
Wireless Internet/Data to portable buildings at campuses.	Aug 2001	Jul 2002	SETF, E-rate $2.3M

The Universal Service Fund, established by the Federal Communications Commission (FCC), supports this benefit, to provide for affordable access to specified telecommunications services for all communities, regardless of location or economic strata. The not for profit Universal Service Administrative Company (USAC) is responsible for administering the Fund under the direction of the FCC. The Schools and Libraries Division (SLD) of USAC administers the Schools and Libraries Program.

Up to $2.25 billion is available each Funding Year. As of the end of October 2000, over $5.7 billion has been committed and $2.7 billion has been disbursed to schools and libraries.

Eligible schools and libraries may receive discounts on eligible telecommunication services ranging from 20 percent to 90 percent, depending on economic need and location (urban or rural). The level of discount is based upon the percentage of students eligible for the National School Lunch Program or other federally approved alternative mechanisms contained in the Improving America's Schools Act. Libraries will use the discount percentage of the school district in which they are located.

Discounts can be applied to commercially available telecommunications services, Internet access, and internal connections. Eligible services range from basic local and long distance telephone services, and Internet access services, to acquisition and installation of equipment to provide internal connections.

The El Paso ISD has applied for E-rate funding since March 1998 and has received approximately $2,669,821 for Year 1, $6,463,713 for Year 2 and $1,628,621 as of December, 2000 for Year 3.

Telecommunications Infrastructure Fund (TIF)

The mission of the Telecommunications Infrastructure Fund Board is to help Texas deploy an advanced telecommunications infrastructure by stimulating universal and scaleable connectivity for public schools, higher education, public libraries, and nonprofit healthcare facilities. The Telecommunications Infrastructure Fund Board will also effect technology-training programs and encourage quality content that strengthens education, healthcare, and libraries in Texas.

The El Paso ISD has applied for and received TIF grant funds since 1996. The following campuses have benefited from the TIF Grants, which total $1,993,184.

Location	*Grant Amount*
Bowie High School	$248,559
Guillen Middle School	$238,946
Andress High School	$90,801
Austin High School	$85,600
El Paso High School	$99,357
Irvin High School	$98,100
Jefferson High School	$95,403
Cordova Middle School	$99,899

Evaluation Strategies for Implementation of the Technology Plan

El Paso Independent School District actively monitors and adjusts technology implementations as part of our ongoing evaluation plan. The technology plan is revisited and revised every year by the Technology Advisory Committee (TAC) that was appointed by the executive director of Technology and Information Systems within the district. In addition, campus technology committees and campus technology resource persons provide feedback and suggestions regularly as they implement their campus technology plans that are based on this district-wide plan. Common areas that are an integral part of our evaluation process include: (1) what has been done/is being done with campus technology implementation; (2) how can the implementation be improved; and, (3) what are the next steps?

The department of Technology and Information Systems (TIS) collects information on an ongoing basis in order to continually improve student learning opportunities as well as using the technology for all staff who are employed by the district. Each year members of the technology advisory committee and representatives from all campuses will gather together to discuss the implementation of technology district-wide. The information will be used to examine the school program and see what needs to be improved.

The evaluation process employs technology surveys. The Technology and Information Systems department and Research and Evaluation Department will work together to design and implement different technology surveys. By using the results of these surveys, the district is able to identify many important technology needs and problems in the implementation of technology.

The district technology advisory committee will review and develop a plan to address the immediate needs for the implementation of the technology. They will identify areas that need further attention and work and prioritize steps that could be taken within two to three years to meet their goals.

Appendix A

Acceptable Use Guidelines for Internet Access

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Internet access is available to students, teachers, and administrators of El Paso ISD at campus libraries and classrooms. Since it is a constantly changing, fluid environment, school library media specialists and teachers have a professional responsibility to work together to help students develop the intellectual skills needed to discriminate among information sources and to identify information appropriate to their age and developmental goals. One of our goals is to promote educational excellence in the El Paso Independent School District by facilitating resource sharing, innovation, and communication.

It is expected that any person using these resources through an EPISD connection accepts and abides by the following policies:

1. Users must respect the privacy of others. Users shall not intentionally obtain copies of or modify files, passwords, or data that belongs to anyone else. No one should represent him/herself as someone else by using another's account. No one should forward personal materials without prior consent of the originator.

2. All users must respect the legal protection provided by copyright laws to computer programs, books, articles, and data.

3. Users must respect the integrity of computing systems; for example, no one should develop programs that harass other users or attempt to infiltrate a computer or computing system.

4. Users must respect the rights of other individuals and not use language that is abusive (harshly or coarsely insulting, containing cuss words in English or Spanish), profane (vulgar or irreverent toward God or sacred things, Satanic), or sexually offensive (pornographic, sexual in nature, repugnant to the moral sense or good taste, sexual harassment).

5. Electronic Mail is not guaranteed to be private. Messages dealing with illegal activities may be reported to the appropriate authority.

6. Users must abide by existing Federal and State laws in force regarding electronic communication. This includes accessing information without authorization, giving passwords out, or causing a system to malfunction. These laws carry penalties of up to 20 years in prison.

Any expenses incurred as a result of Internet use are the responsibility of the user/parents.

Access to the Internet is considered a privilege, not a right. Noncompliance with applicable regulations may result in suspension or termination of privileges or other disciplinary action consistent with District policies.

Technology Help Desk Call Form

REFERENCE # _____ DATE: _____

School or Department:_____ Contact Person/Title:_____

Classroom Number:_____ User's Name/Title:_____

Office:_____ User's Phone #:_____

Convenient time to call:_____

COMPUTER AND RELATED HARDWARE

Network:_____ Standalone:_____ Classroom:_____ Office:_____

Equipment Type:_____ Brand: _____

Model/Serial Number:_____

Describe Problem: _____

_____

_____

Error Message: _____

Notes/Remarks: _____

_____

SOFTWARE

Equipment Type:_____ Brand: _____

Brand/Name:_____ Brand: _____

Model/Serial Number:_____

Describe Problem: _____

_____

_____

Error Message: _____

Notes/Remarks: _____

_____

AUDIO VISUAL/OFFICE MACHINES

Equipment Type: _____

Brand/Model Number: _____

Describe Problem: _____

_____

Error Message: _____

Notes/Remarks: _____

_____

If the software will be a campus or department purchase, then a process to support the use of the software must be the responsibility of the campus or department.

If the software is an administrative package for use at the campus level, prior approval must be obtained through the TIS Department. Arrangements will be made to test the software through the networking department, for verification that its functionality will not conflict with existing software or the network itself. All installations of software on administrative (campus) workstations will need to be conducted by the TIS networking department.

If the software is a productivity package, campuses are recommended to notify the Support Specialist assigned to that campus. The Support Specialist will help determine if any of the existing software packages can fulfill the campus' requirements.

The goal of the El Paso ISD is to promote the use of appropriate, innovative software whenever possible. These guidelines will insure that the required support and installation process is in place before funds are expended.

- External links to sites and content that is not hosted on an official El Paso ISD web server must be pre-approved. Contact the Technology and Information Systems Department.

- All official school and district sites should be hosted on El Paso ISD web servers.

- Teachers may post personal classroom pages with their school's web site following the same protocol and guidelines presented in this document only with principal approval.

Prohibited items include:

- Personal information about staff and parent volunteers to include non-district email addresses, non-district mailing address, and non-district phone numbers except as approved by the building principal.

- Student personal contact information of any kind.

- Links to staff, volunteer, or student personal home pages.

- Links to "non-official" El Paso ISD related sites that are hosted on non-district web servers.

- "Guest books," "chat areas," "message boards," or similar.

Web Publishing Recommendations

- Use a consistent style on the school's main pages. (Individual departments, grade levels, programs, etc. may vary, but the administrative and general information pages should maintain consistency in look and navigation.)

- Pages should be sized so they will display properly in a variety of screen resolutions. Pages should be previewed and tested at least at "640x480," "800x600," and "1024x768."

- Regular text entries on web pages should be limited to the fonts "Arial" and "Times New Roman" on the PC, or "Helvetica" and "Times" on the Macintosh. Any special fonts should be saved and used as graphics to ensure that they display properly.

- Avoid color schemes or backgrounds that make the information on the page hard to read.

- Colors should be "web safe" as much as possible, so they will display properly in 216 colors.

- Avoid using white text or links (white is difficult to print.)

Appendix G

Glossary

10/100 MB ethernet switch - An Ethernet switch that automatically senses the speed (10 Mbps or 100 Mbps) of the network adapter connected to it.

Ad-Com - Weekly newsletter for the El Paso ISD.

Adaptive hardware/software - Hardware and computer programs that enable handicapped persons to have access to technology.

AEIS - Academic Excellence in Schools

Backbone - In communications, the part of a network that handles the major traffic. It employs the highest-speed transmission paths in the network and may also run the longest distance. Smaller networks are attached to the backbone.

Bandwidth - The transmission capacity of an electronic line such as a communications network, computer bus or computer channel. It is expressed in bits per second, bytes per second or in Hertz (cycles per second).

Best technology practices - Methods of implementing and using technology that have been shown to be educationally effective.

CGI - (1) (Computer Graphics Interface) A device independent graphics language for display and printing that stemmed from GKS. (2) (Computer-Generated Image) A picture created in the computer.

CIP - Campus Improvement Plan

CIT - Campus Improvement Team - members consist of faculty, administration, and community of each campus.

CSU/DSU - A pair of communications devices that connect an inhouse line to an external digital circuit (T1, DDS, etc.). It is similar to a modem, but connects a digital circuit rather than an analog one.

Digital (video) camera - A still camera that records images in digital form. Unlike traditional analog cameras that record infinitely-variable intensities of light, digital cameras record discrete numbers for storage on a flash memory card, floppy disk or hard disk.

DIP - District Improvement Plan

Disaggregated - Groups of data broken down into sub-groups, such as by sex, ethnicity, etc.

Multimedia - Disseminating information in more than one form. It includes the use of text, audio, graphics, animated graphics and full-motion video. Multimedia programs are typically games, encyclopedias and training courses on CD-ROM.

Multimedia computer - A PC that includes stereo sound and a CD-ROM drive.

PDAS - (Professional Development Assessment System) used for evaluation of teaching personnel.

PDF - (Portable Document Format) The page description language used in the Acrobat document exchange system.

PEIMS – (Public Education Information Management System) - run by TEA for Texas School Districts - tracks students for purposes of funding.

Plug-ins - An auxiliary program that works with a major software package to enhance its capability.

PTA - Parents-Teachers Association

SCE - State Compensatory Education funds

Screen resolutions - The degree of sharpness of a displayed or printed character or image. On screen, resolution is expressed as a matrix of dots.

SETF – State Electronic Textbook Fund

SLD - Schools and Libraries Division

Special Services Department - Department which address special populations.

Studio - El Paso ISD's broadcast studio.

SWB - Southwestern Bell Telephone Company

T-1 - A 1.544 Mbps point-to-point dedicated, digital circuit provided by the telephone companies.

T-STAR Satellite Network - Video programming provided by TEA.

TAAS - Texas Assessment of Academic Skills

TCP/IP - (Transmission Control Protocol/Internet Protocol) TCP provides transport functions, which ensures that the total amount of bytes sent is received correctly at the other end.

TEA - Texas Education Agency